

#### Feature:

- ❑ Meet government guru Jerry Graham
- ❑ Two freshman keep fish in locker
- ❑ Shaker skaters excel on ice

#### Sports:

- ❑ Phys. Ed. department teaches how to deal with stress
- ❑ Sophomore wrestler Josh Nathanson combines winning matches and grades



#### Focus:

- ❑ Learn about the intricate relationship between students, parents, and high school achievement

# The Shakerite

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Shaker Heights High School 15911 Aldersyde Drive Shaker Heights, Ohio 44120

## Beyond the 'Breakfast Club'

Writer/Producer John Hughes identifies with characters in new movie

by Kristan Schiller

"You're never more serious than when you're 17-18." "When I was in high school I didn't want to drill a hole in the girl's locker room wall, I wanted a girlfriend."

That is 37 year old writer/producer John Hughes, known best for his revolutionary teen films "Sixteen Candles," "Breakfast Club," "Pretty in Pink" and now "Some Kind of Wonderful." Unlike most producers today, Hughes treats teenagers with respect. His films have addressed themes such as love, reality, dreams and conformity.

Hughes' new release, "Some Kind of Wonderful," stars Eric Stoltz, Mary Stewart Masterson, and Lea Thompson. The film is about a young man, Keith Nelson, struggling to overcome the pressures put on him by family and friends. A senior in high school, Keith wants to be an artist and is forced to confront his father's insistence that he go to college and study business.

"It's a difficult situation," said Hughes, "because he loves his father. It's a great showdown of two people who have a great deal of affection for each other."

Hughes believes in the importance of family relationships. A father himself, he knows the trials of being a parent.

"It (family) should be a key part of your life. You love these people and they're very important to you. But," he added, "now that you're moving toward independence they're still saying 'Eat your lunch and hang your coat up.' I'm not saying they're incompetent; they're just out of touch."

As well as examining family relationships, "Some Kind of Wonderful" deal with the development of platonic relationships into love relationships. In the movie, Keith's best friend Watts (Mary Stuart Masterson), whom he has known since childhood, begins to feel more than just friendship towards him.

"I'm very interested in the conversion of friendship to romance," said Hughes. "It's a phenomenon that we're all interested in."

In fact, Hughes knows first-hand the pain involved in a relationship in which both parties do not feel the same way.

Hughes recalls, "When I was young, I was desperately in love with someone and she said the worst words to me- 'I like you as a friend.' She might as well have said, 'Tie yourself up and throw yourself in a river.'"

Among all of Hughes' movies, his two favorites are "Breakfast Club" and "Some Kind of Wonderful." He observed that the former asked the



Keith (Eric Stoltz) approaches Amanda (Lea Thompson, right) and her friend Shayne (Molly Hagan) in order to offer Amanda a ride home from school, in Paramount Pictures' "Some Kind of Wonderful."

question, "Who am I in relation to this group?" While the latter asks, "Who am I before I go into the group?"

Hughes' films celebrate the individual. They stress the importance of personal values and the need to be true to one's self, regardless of popular opinion. Thus, he sympathizes with kids today because they too are unable to express

themselves adequately.

"I can't imagine what it would be like to be speaking with such a small voice," said Hughes. "There were 15 million people who felt exactly the same way I did. Everyone catered to us. And now..."

Kristan Schiller participated in a tele-conferenc with Hollywood producer John Hughes.



## Victorious or vanquished?

Senior Michael Galvin prepares for Final Jeopardy in a two-way tie for first place. Galvin went on to win and earn the right to compete in the final round of the \$25,000 Jeopardy Teen Tournament.



# Student loans cut

by Cliff Gyves

The Reagan Administration made several changes in its federal student financial assistance programs for 1986. The 1986 plan limits eligibility to students from families having an income below a set level-- a prerequisite not previously included in past education plans.

The budget for 1987 proposes still more alterations to fit the new problems in the programs. President Reagan's proposal is a combination of reductions, cuts and restructures.

The President first plans to trim the Guaranteed Student Loan program. These are low-interest loans insured by the state loan agency. State Student Incentive Grant programs, state grants supplemented by federal dollars, will also find less federal money available.

John R. Silber, president of Boston University, remarks that such a cutback will affect 250,000 students. Supplementary Opportunity Grants will be eliminated from the budget, affecting another 720,000 students. These are need-based federal grants distributed via the school's financial aid office. Finally, the proposal includes a 30 percent reduction in

Pell Grants funding. This cutback will send one million students looking elsewhere for financial assistance.

The 1986 income ceiling already renders many students in this affluent community ineligible. Reductions in grant funding further narrows the number of students who can receive grants. The Administration's new loan program offers an alternative to students.

Many students may find that they are ineligible for an educational grant (money which the students need not pay back after graduation). These students can still apply for a loan.

"We've seen a shift in the last few years... from grants to loans," said Secretary of Education William Bennett.

Bennett has drafted a plan that restructures the present loan program to provide "Income Contingent Loans." This program allows the federal government to set the loan payments based upon a student's income after college graduation. The payment rate could amount up to 15 percent of the student's annual income.

Will the fact that student's must eventually pay back their federal assistance deter them from applying? Bennett doesn't believe so.

## Colleges to display their wares

by Amy Rosewater

Where can students find information about 100 to 120 colleges and technical schools in one night? It can be found at the ninth annual college-career night to be held on the evening of March 3 at the middle school.

Sandra Loeb, supervisor of the Career Development Program, estimates that 2,000 students from Shaker Hts., Cleveland Hts., and Warrensville Hts. high schools will attend the event.

College-Career Night is aimed at juniors, but many sophomores and seniors also attend. Each participating university

sends representatives who usually have brochures about their school and sometimes show filmstrips to interested students. The representatives will have tables set up throughout the halls of the middle school.

"It's a massive undertaking - a big cooperative effort," said Loeb.

"College-Career night made a big difference in my choice of schools. It helped me to narrow down my choices. It made me more aware of the numerous options I had in choosing colleges," said Amy Schwartz, 1986 Shaker graduate, currently a freshman at the University of Michigan.



Decathlon members Michael Galvin, Michael Lee, Jim Lucier, Damian Green and Todd Stevens take a break to pose for the camera.

## Scholars rack up points

by Caryn Markus

A hush overcomes the crowd as they watch the final seconds tick by. And when the points are counted and the winner announced the long grueling climb to victory is evident in the champion's eyes.

The sport referred to is not football, nor is it any other ballgame. Rather, it is the Academic Decathlon, a nation-wide competition of high school students competing in ten scholastic categories. The competition is designed to recognize and reward academic endeavors displayed by team members.

The categories are divided into two groups, communication and multiple choice. Communication includes a written essay, a two-minute speech and an interview. The multiple choice topics are economics, mathematics, science, fine arts, social science, and language and literature, in addition to a superquiz which focuses on a different subject each year; this year it features the U.S. Constitution.

Each team has six members plus

three alternates, ultimately making up three divisions which a team is built upon. The separate categories are an honors division, a scholastic division and a varsity division. Each participant in the honors division must have between a 3.75 and a 4.0 unweighted grade point average; scholastic between a 3.0 and 3.74; varsity 2.99 or below. This year the honors division contestants are seniors Michael Galvin, Michael Lee and junior alternate I-Fan Go; seniors Jim Lucier, Todd Stevens and junior alternate Michael Schnell make up the scholastic section; seniors Andy Resnick, Damian Green and alternate Andy Thomas complete the varsity group.

English teacher and head coach of the academic team, Dr. Carol Fox said, "We're very optimistic for the upcoming state competition. We have four returning members whose experience should prove to be a valuable asset."

The Academic Decathlon state competition will take place at Shaker on March 14.



D. ROSENZWEIG



J. ROSENZWEIG



J. ROSENZWEIG

## Fruit from 'The Apple Tree'

Senior Sarah Knowlton plays Passionella, a chimney sweep turned movie star; Senior David Messenger tempts senior Toni Fromson to taste the forbidden fruit; Junior David Landever as Captain Sanjar collapses from fatigue after returning from battle while Junior Becca Gruenspan, as Nadjira, tends to him.



# Students react to school closings

by Kristin McGovern

The reorganization of Shaker schools, as proposed by Superintendent Peter Horoschak, has raised much controversy throughout the district but the School Board must reach a final decision by March 10.

Horoschak recommended at the meeting of the School Board on Feb. 10, that Moreland, Malvern, Sussex and Lomond elementary schools be closed beginning in the 1987-88 school year, as a result of a drastic fall in population over the past several years.

The plan is to redistribute kindergartners through fourth graders to the remaining five elementary schools, while fifth and sixth graders will merge at Woodbury.

This plan does not have a direct affect on high school students. However, many have opinions based on their experiences in voluntarily busing out of their neighborhood school districts as part

of the Shaker Schools Plan to achieve racial integration.

"Integration is very important, but the system should not take such drastic measures in accomplishing it," said sophomore Laura Steinbrink, former participant in the busing program.

"The schools should be closed because it will save a lot of money. Desegregation should not be an issue," said senior Andrew Resnick. Resnick expressed his opinion at an earlier meeting of the School Board. He said that parents get "all worked up" about school closings and students do not really care.

Another sophomore and former participant in the busing program, Melissa House, said, "It is necessary to close schools. I think racial integration is essential. I know it benefited me."

Some students expressed relief that their neighborhood schools will not close.

"I have to admit," said senior Robyn Minter, "I'm overjoyed that my former elementary and junior high schools

are not going to be closed, but I guess it doesn't matter what schools kids go to. They have to be adequately integrated."

Another senior, Jakki McNair, agrees that integration is essential, but considers it "silly to bus Moreland kids all the way to Mercer."

McNair also has strong feelings about the plans for Shaker Middle School and Woodbury. Although she is glad they are both going to be open, she feels that the system would be more successful if they both were junior high schools.

Principal C.A. Zimmerman said, "Reorganization will be very productive in helping integration. It is critical that students get to know each other before the teen years when so many social changes take place. This plan will help to maintain lasting friendships."

Whatever the reactions, the plans for reorganization will follow through. By next year, an entirely new school system will have evolved.

## Shaker artists claim honors

by Peter Ovington

Shaker achieved its best standing ever, placing third in the 60th annual Scholastic Art Awards Exhibition in which 63 other high schools competed. Out of 120 Shaker entries, 41 were accepted.

The countywide competition was judged by a panel of local artists and art educators. Each entry was classified under one of 15 categories ranging from sculpture and drawing to photography and pottery.

Awards given were Certificate of Merit, Gold Keys, and New York Finalists. Finalists' works will be displayed in the national exhibition held in July at the IBM Gallery of Science and Art in New York City. Thirty-four Shaker students received Certificates of Merit, four were awarded Gold Keys, and eight were chosen as New York Finalists.

The eight finalists are seniors Erin Branagin and Sarah Hurst, and junior Aaron Mason—Graphics; juniors Elizabeth and Suzanne Korshun and sophomore Steve Thomas—Drawing; senior Lori Newman—Photography

## NEWS IN BRIEF

The AFS (American Field Service) recently played host to 25 students visiting from the Williamsville School District in Buffalo, New York. The students spent four days visiting various places throughout Cleveland and took in the play "Apple Tree." The students were part of Short Term Exchange, a program that seeks to get students to visit different places in their own country. AFS students will return the favor by visiting Williamsville on March 11-15. AFS is looking for anyone interested in hosting students for next year.

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Through the Early English Assessment Program, juniors in 10 school districts spanning northeastern Ohio will be able to assess their relative strengths and weaknesses from an essay written in the fall. Teams of English teachers, including five from Shaker, evaluated the 4116 essays. The juniors wrote on a given topic, spending two class periods writing and revising. Evaluations will be returned the first four weeks of this semester.

□□□

History teacher, Mary Ann Janosik-Ghiandoni spoke to the President's Committee on the Bicentennial of the Constitution Feb. 19, in Washington D.C., about the importance of teaching the Constitution in history classes. Chosen by the director of the History Teaching Alliance, Janosik-Ghiandoni also spoke about the collaborative she participated in over the summer which expanded teacher's knowledge of Constitutional history.

□□□

The State Forensics Tournament were held on Feb. 27-28 in Cincinnati Qualifying in domestic extemporaneous speaking were seniors Michael Galvin and David Heller; in foreign extemporaneous, freshman Sarah Davis; in prose and poetry, senior Cheryl Schultz; in Lincoln-Douglas debate seniors David Bromberg and Michael Lee; and in Oregon debate, juniors Jon Marshall and Jon Salkin.

□□□

The Lake Erie League Choral Concert will be held on Friday, March 20, at Lakewood High School. Shaker's Acapella Choir along with Normandy's Senior Choir, Parma's Concert Choir, Valley Forge's Acapella Choir, Lakewood's Symphonic Choir, the Height's Choir and the Shaw Cardinal Choir. Each choir will sing three songs concluded by a mass choir selection. Tickets are \$2 for students and \$3 for adults.

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Compiled by Juli Alfred, David Ammons, Michelle Brode and David Heller

## Teen center: the 'place to be'

by Amy Meckler

"You've asked for it and now you've got it." This promotion in the February issue of *Highlights* magazine describes the need Shaker teens expressed for a place to socialize. The new teen center at Woodbury was created for this purpose.

Named "The Place to Be," the center which opened Jan. 23, offers a lounge where members can relax as well as a jukebox, pool table, pingpong table, pinball machines, vending machines and a snackbar. Linda Flouney, former manager of Shaker Recreation's teen programs and originator of "The Battle of the Bands," recognized the need for a teen center after taking a marketing survey which showed parents wanted a place within Shaker where kids could "hang out."

Shaker, Hawken and Gilmore students were then chosen to be in a teen advisory group to help plan the center. Senior Stephanie Pollack, president of the teen advisory group, described the center as "a place to go with friends to relax. If it catches on," said Pollack, "it could be 'the place to be.'"

Flouney describes its progress as growing by "leaps and bounds." They already have 60 members. The times for middle school and high school activities are separate. Seventh through 12th grade students must purchase a \$2 membership card from Shaker Recreation in order to join the teen center.

The center will be open until the end of the school year and will hopefully be funded throughout the summer. The cost of opening the center was \$25,000.

When asked what would happen to the teen center if Woodbury reopened as an upper elementary school next year Flouney responded, "Well, everything's portable."

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## 4 EDITORIAL

# Restroom vandalism must be curbed

One does not have to look too closely to see the vast amount of vandalism which has eroded the lavatories of the high school. It is astonishing to see what little regard many students seem to hold for their surroundings. A walk into any Shaker bathroom can reveal a cracked mirror, a missing partition, or, just recently, a missing toilet.

Students just cannot seem to bear the thought of having a clean bathroom. In various bathrooms around the school, mirrors are missing, sinks are clogged, usually with hair or bits of jewelry, and rolls of toilet paper are thrown down the toilet. A few years ago, students complained that there were no doors surrounding the toilets. Immediately after doors are installed, students like to kick them in and tear them off the hinges. This is why they do not exist. According to Don Burton, head of the maintenance staff, 30 to 40 stall doors have been replaced since he arrived here eight years ago.

To alleviate this problem, students should not be afraid to report any incidents of vandalism, even if it means turning in other students. Burton claims that four girls saw people setting fire to towels in the women's bathroom near the science wing, but they refused to name any suspects. Without such information, the vandalism will only continue.

"When you see it, say something!" said Burton.

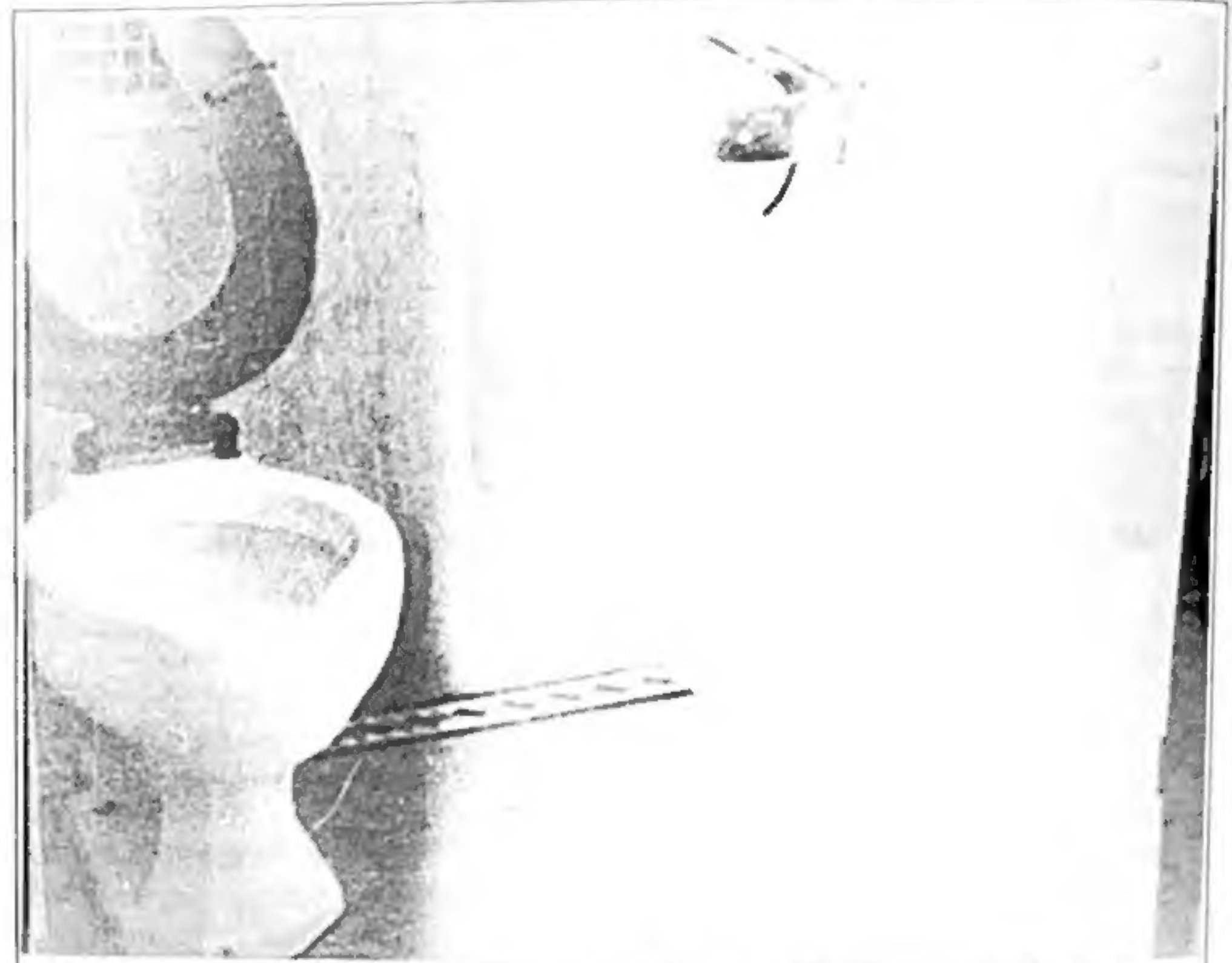
Students ought to take more pride in their school, and try to keep it clean. We will benefit most from a clean environment. Vandalism not only gives the school an unattractive appearance, but it is also detrimental to our health. Who feels comfortable using the restrooms when there is no stall door, and cigarette ashes stain the toilet seats? We cannot close them for obvious reasons, so we might as well keep them clean for everybody's benefit. "Everybody has the right to privacy," says Fidel Ramirez, head custodian.

Probably the most effective method of stopping vandalism is addressing the causes themselves. Why do people vandalize? For one thing, it is a way to vent their frustration when they are encountering academic difficulty.

"The most vandalism occurs just before the holidays and at the end of semesters, when academic pressure is the most intense," Ramirez said.

Instead of cracking mirrors, or setting fire to towels, which really does not help the situation, students ought to take these problems into the guidance office or at home, where more effective means may be found of solving the problem.

Students also vandalize for the mere fact that they want to leave



In this lavatory the stall door was taken right off its hinges by a group of vandals.

their "mark" wherever they go. They have within them some hidden artistic talent which needs some cultivation. Why not take art, or at least leave art work within the confines of the art room, which is what they were made for. Art should be kept in the art room, and not anywhere else.

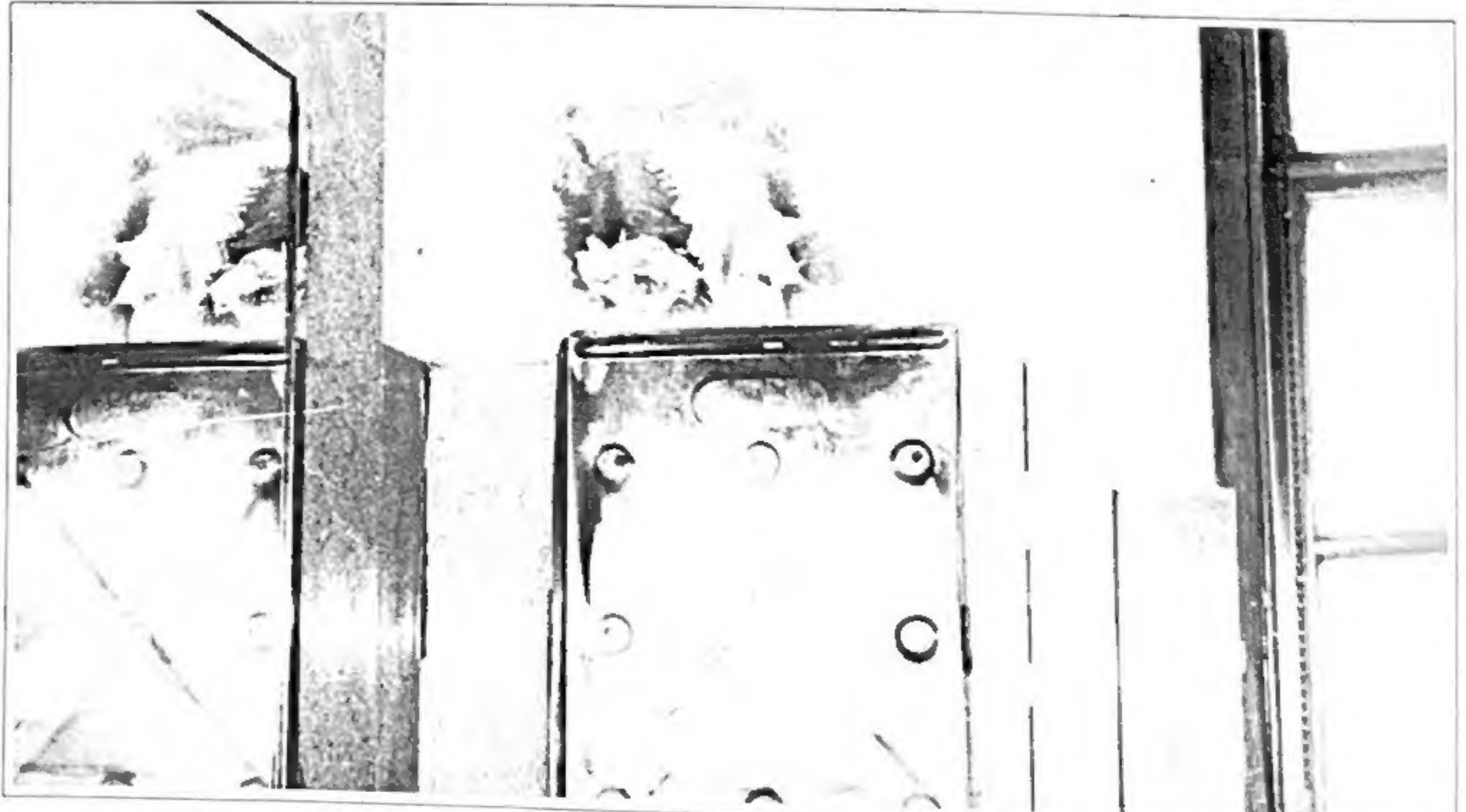
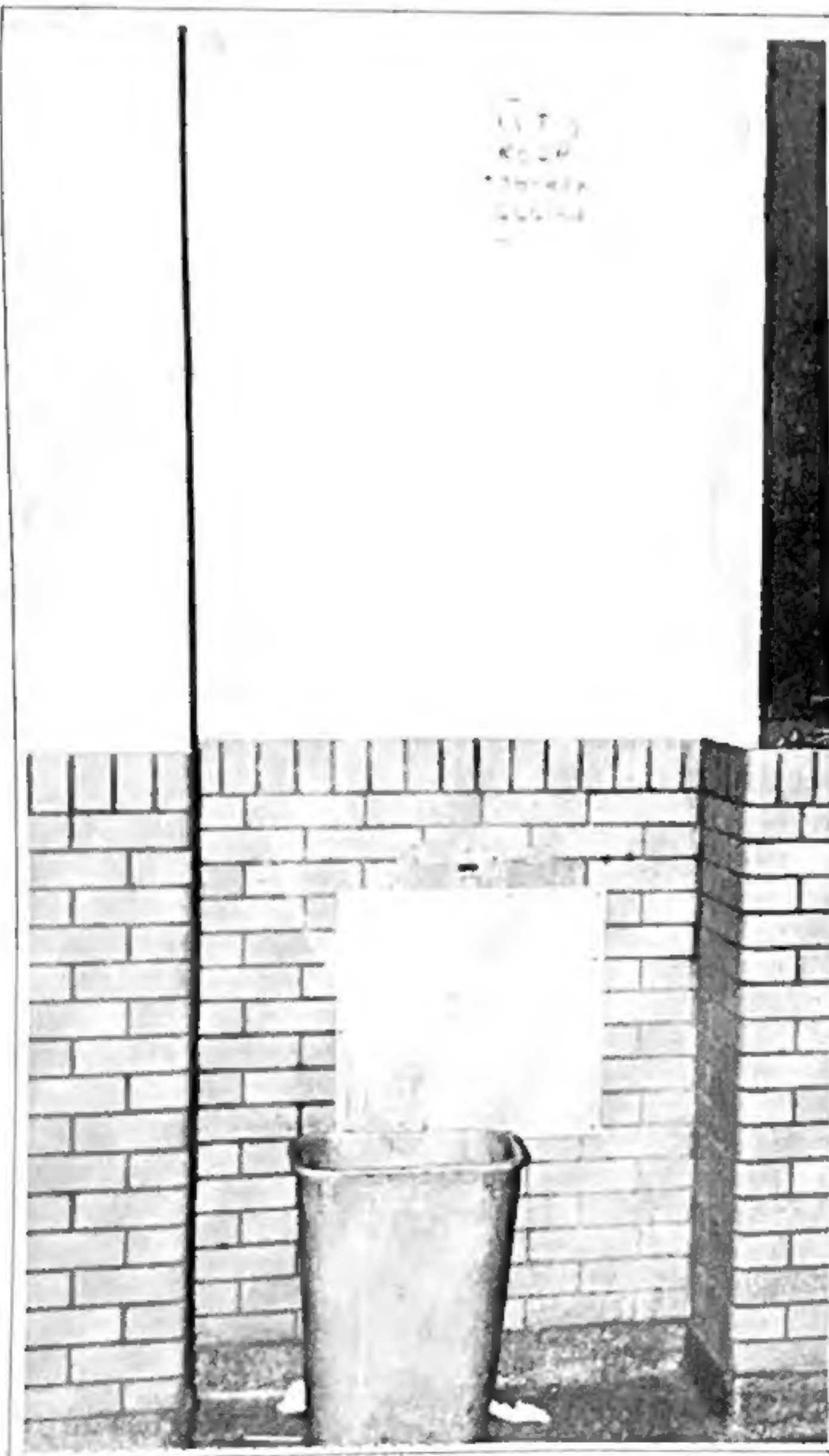
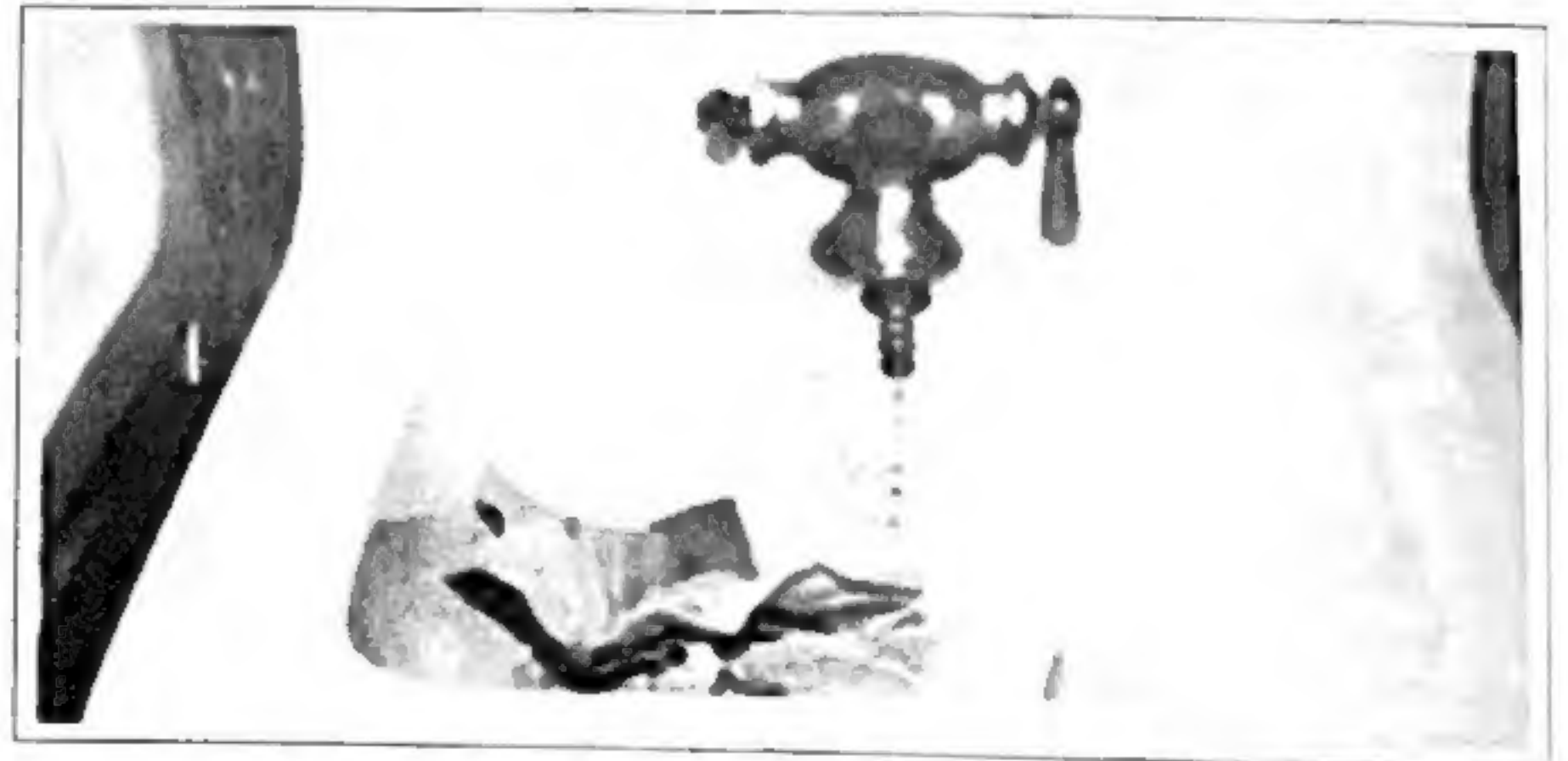
Shaker ought to take more

pride in its physical appearance. It is beneficial to everyone involved—students, teachers, and even parents—for it is they who must pay for the damages through excess taxes. It also benefits the school as a whole. Let's put the physical condition of Shaker at a level commensurate with its academic standing: strong, impressive, and something worth bragging about.

### Vandals abound?

Students have littered despite the presence of garbage cans and warnings not to litter (left). They have also been stuffing paper towels into the sinks, clogging the drains (right). Below, a wall remains charred where students lit a fire in the bathroom.

Photos by Elise Hurwitz





# 'Platoon' presents realities of Vietnam

by Dan Polster

During the years following the Vietnam War, several movies have been produced that distort and even glorify the image of Vietnam and the men who fought there. Films such as "Rambo" and "Missing in Action," while dealing with real topics such as the possibility of MIA's still in Vietnam, do so in a romantic style, purely made as action pictures to bring in money. Finally, a film has been made which tells the true story of Vietnam and American soldiers there. Oliver Stone's "Platoon," although a work of fiction, presents a realistic view of Vietnam, giving audiences a first-time look into this conflict in which thousands of soldiers lost their lives.

"Platoon" tells the story of a young American named Chris Taylor (Charlie Sheen) who, as his father and grandfather had done during the World Wars, volunteers to serve in the US military and fight in Vietnam. However, arriving in Asia, he finds that the war is not all he thought it

would be. The shock of seeing young soldiers killed all around him, the horrible conditions he must endure, the mistreatment he receives from the other members of the platoon, and the atrocities the Americans commit against the Vietnamese people, bring him to the sudden realization that "war is hell."

The destruction of a village and the killing of some of the villagers splits the platoon in half. Those approving of violence side with Sgt. Barnes (Tom Berenger), a killing machine who destroys anything or anyone in his way. Another sergeant named Elias (Willem Dafoe), who is more humane and strongly opposed to the violent Barnes, leads the other half of the platoon.

Eventually, Taylor finds himself in the middle of a huge conflict between the Vietnamese, Barnes' half of the platoon, and Elias' half. The three forces at work cause Taylor to search out the truth to the meaning of death, fighting, and war.

"Platoon" is an excellent film, one of the best of the year, and possible winner

of this year's Best Picture Oscar. Writer/director Stone must be commended for a screenplay which far exceeds any dramatization of the war with Vietnam since "The Deer Hunter" in 1978.

The film's major success lies in getting the viewer inside the mind of Chris Taylor. Through Taylor's thoughts the audience clearly sees him change from a glory-seeking young man yearning to fight, to a terrified soldier wishing he were back home, to a hardened fighter used to the death and the persecution surrounding him.

Stone also does a fine job in his characterization of the ruthless Barnes. Barnes' character shows the mental strain that American soldiers underwent in Vietnam. Barnes appears to have been somewhat unstable before coming to Vietnam, yet the violence he has experienced has caused him to lose all his soundness. Actor Berenger gives a fine performance, landing himself a nomination for the Best Supporting Actor Oscar.

Despite the four-star performances,

including that of Dafoe who has also received a Best Supporting Actor nomination, "Platoon" is not for everyone. The film contains much graphic violence, with soldiers' corpses piling up constantly in the various trenches.

The battle scenes in the film are also very intense. The audience literally becomes part of the platoon as they wait nervously for the mysterious Vietnamese attackers. During the fighting that ensues, viewers become as scared and confused as the men in combat seem to be.

As Stone himself fought in Vietnam, he is able to present a fairly accurate, first-hand account of what the war was really like. Although "Platoon" may be a very difficult film to watch, it remains very important if one wishes to learn the true story of Vietnam. Of course, "Platoon" cannot answer every question accurately that one has about Vietnam, but it can certainly shed some light on the subject that has been avoided so much over the years.

## CANDID QUOTES

Tyrone Hutchinson, senior- Basically, there is no effect. You have to be self-motivated.

Q: How has parental involvement affected your performance in school?



Matt Portner, junior- My dad lives in California, so there is little effect. As long as I have C's or better, I'm OK. My mother would like me to get good enough grades to get into a nice college.

Erica Arnold, freshman- I don't really get any pressure. My parents accept whatever grade I get and try to help me in any way they can.



Laura Steinbrink, sophomore- My parents have affected my involvement in school because they are very supportive of my work. If I mess up, they tell me it's OK. Their continued support makes it easier to work harder.



## CHEERS AND JEERS

David Heller

CHEERS...to Michael Galvin and teacher Bob White for appearing on "Jeopardy!" and putting Shaker Heights in the national spotlight.

CHEERS...to the cast of "The Apple Tree" for enduring hours of rehearsals to put on a great musical.

CHEERS...to everyone who bought and sold for the carnation sale.

CHEERS...to the girls' swim team for having a great season and finishing the season as LEL champs.

CHEERS...to Mary Ellen Leuty who appeared on "Jeopardy!" several years ago.

CHEERS...to the hockey team for their

seven game winning streak.

CHEERS...to David Bromberg, Michael Galvin, David Heller, Michael Lee, John Marshall, John Salkin, and Cheryl Schultz for qualifying for their state forensics tournament held on Feb. 27-28.

CHEERS...to Fran Gambetti, for being selected as the Plain Dealer Swimmer of the Week on Feb. 19.

CHEERS...to Cordell Stokes for being named Plain Dealer Boys' Basketball Player of the Week on Feb. 26

JEERS...to the food fight fourth period on Feb. 3.

JEERS...to Alex Trebec for calling teacher Bob White "Bob Butler" on "Jeopardy!"

JEERS...to the cafeteria door that locks from the inside.

## The Shakerite

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### Advertising Policy

Advertising is sold at a rate of \$4.75 per column inch. All copy deemed offensive will not be permitted.

### Forum Page Policy

The forum page is designed to give all Shaker students, teachers, and parents an opportunity to express their opinion on any issue which in some way pertains to Shaker Heights High School. However, because of lack of space, there is no guarantee that everything submitted will be published. Letters to the Editor are welcome as well. However, letters, unlike essays are a reaction to something printed or not printed in a previous issue.

### Printer

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# Educators tackle family problems

by Jull Alfred

"Educators used to believe that they were trained to teach and not deal with students' home problems," said Holly Burgess, Chemical Concerns coordinator.

Well, times have changed. According to school psychologist Bill Moroney, families today are more dysfunctional than ever. This may be a result of a higher divorce rate and lack of communication within the family. Whatever the cause, it has affected the school system. More psychologists, counselors and social workers are being hired to deal with students' personal problems.

"It has become the school's responsibility to deal with students' problems in order to make a healthier learning environment," said Moroney.

Children are greatly affected by their family environment and reflect behavior patterns they have seen in their parents, Burgess and Moroney said.

Often, Burgess said, parents send mixed messages, such as when an angry, frustrated parent lectures his child on the evils of alcohol and drugs and then turns to pour a drink.

"Students model behavior after parents," Burgess said. "They learn by what they see more than by what they hear."

According to Moroney, children are often taught that their perceptions are not real and consequently denied reality. Then they tend to deny reality themselves, which results in inappropriate behavior.

"This behavior accompanies students into the classroom, often affecting their academic progress."

Teachers often are unaware, said Moroney, "of the variables that each student brings into the classroom; they aren't just dealing with learning problems, but with understanding the total student."

Burgess also extended the responsibility of dealing with students' problems to teachers.

"Students are in school six or seven hours



Holly Burgess, Chemical Concerns coordinator: "Most students will talk [about their problems] if asked, and teachers should ask." Mary Lynne McGovern, Push-Excel coordinator works with troubled students to help them achieve academic goals.



a day," Burgess said. "Teachers should make use of that time. Most kids will talk if asked, and teachers should ask."

Acting on teacher or guidance counselor referrals, psychologists like Moroney meet with students to "provide needed help." This help may include classroom placement in a learning disability unit or a recommendation for private counseling. Moroney also meets with parents.

"Parents are usually willing to come in and talk, if you do it in a way that is real and humanistic, without pointing a finger," said Moroney.

Mary Lynne McGovern, program coordinator of Push-Excel, said that parents are responsive to the school's intervention. She works with students and parents to help students reach academic goals.

First, McGovern asks students to project eight or 10 years into the future and describe what they see themselves doing.

"It takes them out of the high school setting and into the adult world," said McGovern. "Then I go back and talk about what steps are necessary to achieve that goal."

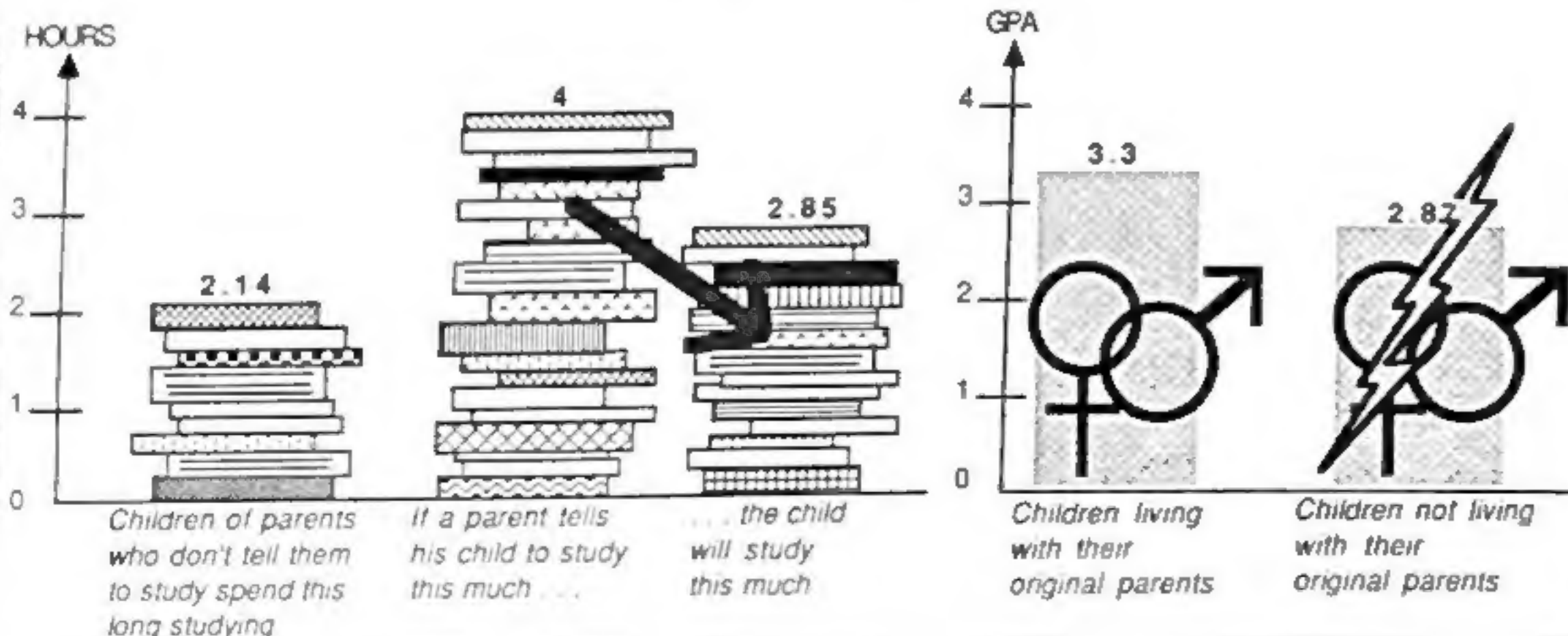
In addition, McGovern helps students set weekly academic goals and study schedules. She also acts as an intermediary with parents. But the program is successful, McGovern said, partly because the suggestions are coming from someone other than the parents.

"Most parents react positively to the school's intervention," said Burgess. "They're glad to have some explanation. Also, we're not telling them what to do, but instead suggesting that there might be a problem, that they might look at it."

"The schools aren't necessarily going to change anything," continued Burgess, "but they might have an impact in conjunction with the families in bringing about a change in attitude. After all, that's what education is about."

## Do parents affect your study habits?

126 students were surveyed from random English classes. The figures graphically represented are mean averages.



## Who's making the grade: parents or students?

by Grace DeJesus and Sara Levine

Battling for better grades—whose fight is it, the student's or his parents? Concerned mothers and fathers may offer aid to the student struggling against academic enemies, but one must draw the boundaries for parental involvement and decide who is responsible for education.

"The responsibility for the kid's education lies squarely on the kid," said Dr. Melvin Chavinson, a child psychiatrist with a private practice in Beachwood.

Most students and teachers agree. Students should discipline themselves and accept both academic failures and successes as their own. Mommy and Daddy may offer support from the sidelines but should stay clear of the battlefield.

"If you really want to pass a class, you shouldn't need anyone to tell you to do it," said junior Barb Barnett.

If a student is doing well in school, Chavinson said he sees no reason for the parents' involvement. School counselor Alan Grigsby stressed the opposite. Parents should not want to step in until the child is doing poorly, Grigsby said. Parents should be with the student from the beginning.

And what does the student think? One freshman said that although parents can be encouraging, if the student is doing well, they really should step back and leave their kid alone.

Resigning from Junior's school life seems to be a hard task for some parents. And although they mean well, parents who aim to be their child's ally may appear as the enemy, pressing, plying, and pressuring for better grades.

"It's okay for parents to be involved," said junior David Adrme, "but when students cry because a 3.5 is not good enough, the parents are too involved."

"I have some friends who have to get all A's," said sophomore Jennifer Mandel. "Anything less is totally unacceptable. All they do is study Friday and Saturday nights. I'm not saying that's totally bad, but..."

"You can't smother them," Grigsby said, referring to students.

What exactly causes Mother to smother or Dad to look sad when Junior brings home a C?

"I think there are some parents who, because of their own inadequacies, want to live vicariously through their

children," said Chavinson. "But you really can't generalize."

Chavinson is right. Despite certain students' complaints of too much pressure, parents' concern acts as a positive motivating force for others.

"If a student feels success, it's the greatest motivation of all," said Grigsby.

Another motivator for learning is, according to Chavinson, the educational level of the parent. The psychiatrist noted that children whose parents have college degrees seem to be more motivated.

Then again, there are always the students who, despite all warnings, are simply not as eager to please their parents as the veterans of the Honor Roll.

If a student is doing poorly in school, Chavinson, Grigsby and all students interviewed recommend parent involvement.

"But it's how they get involved that's important," said Chavinson. "Parents need to get the kid's view as to what the trouble is. Ask for a conference with a teacher or guidance counselor to talk it over, define the problem. Is it that the kid chokes up on tests or simply doesn't do his homework?"

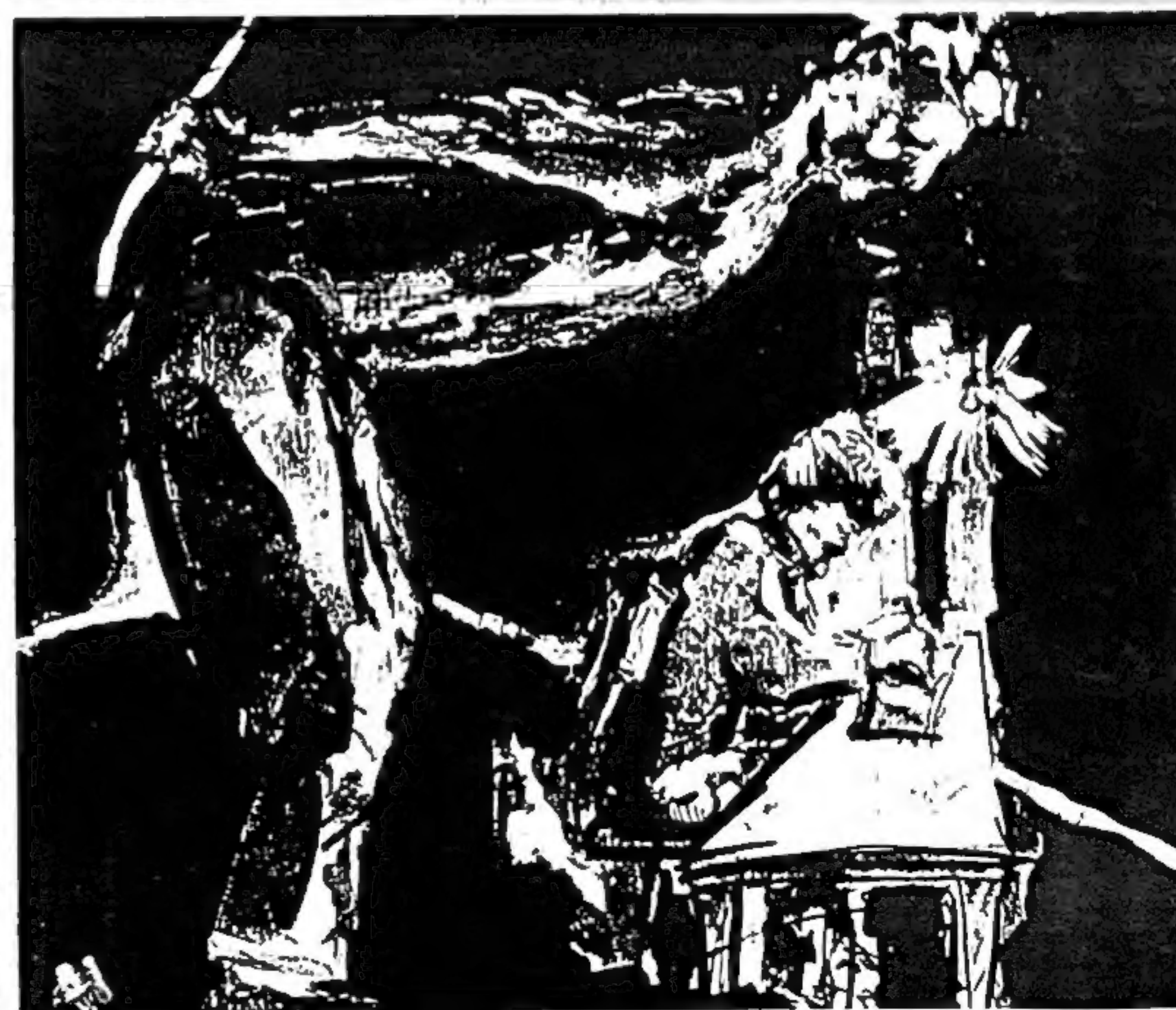
Chavinson said parents should be involved "constructively" and avoid criticism, threats and punishment. However, these methods do not seem to have decreased in popularity.

"When grades come out my parents commend me or punish me accordingly," said sophomore Shawna Ahern.

Junior Matt Sexton said he has his own goals but "if I don't get the grades we all want, they try to lay down the guilt trip," said Sexton.

Senior Steven Davis explained what happens if his grade descend below 3.0. "I am punished," he said, "but nothing physical. Just the mental pain of disappointment."

If academic problems persist, Chavinson said it is "perfectly legitimate for the parents set up a study time at home during which the kid is expected to study however long is needed."





## 8 FEATURE

# Graham inspires students

by Laurie Friedman

"You bet your life I think kids can make a difference! But if you took a survey of the senior class, I think you'd find they have real doubts," claims teacher Jerry Graham.

Graham is in his 22nd year as a history teacher here at the high school. During his teaching career, Graham has witnessed first hand the evolution of the Shaker student from an active liberalist willing to sit, swim or kneel to prove a point to an apathetic conservative reluctant to believe in or exercise his power. Graham attributes this to the fact that "the student at Shaker today is much more cynical about the political process...."

One student who took Graham's theory on the young to heart was 1986 graduate Kevin Khayat. When Graham reminded Khayat that the only requirement for running for a political position in Ohio was that you be a registered voter, Khayat

responded with, "Do you mean I can run for County Commissioner?" Graham's answer was, "You can, and you should!" Khayat did just that.

Graham himself campaigned as a democratic candidate for the House of Representatives. Graham "came in second," but was happy for the experience because he learned so much about the political process.

Another learning experience for Graham has been the last 17 years he has spent as an assistant coach to the hockey team. The school board insisted upon having a faculty member on the coaching staff of the team.

Graham is enthusiastic about sports but admits, "I don't skate, and when I took the job I knew little to nothing about hockey. No one ever actually told me," said Graham, "but I'm sure they'd already asked 15 or 20 people before they found someone like me who was willing to take the job."



HURWITZ

Graham supplements a government lesson with a humorous anecdote.

Being a hockey coach has been very beneficial for Graham's teaching career because it allows him to interact with students outside of the classroom on a non-academic basis. This is important to Graham because he would most like to be recognized by his students as, "...someone who, number one, likes kids, and someone who likes what he's teaching and is very

competent in his field."

When asked what more there was to his life other than teaching, Graham was quick to answer. "I have my wife of 29 years, my two daughters and my dog who is probably one of the smartest dogs in the world, due to his parental upbringing." According to Graham, "Nothing else is very special."



HURWITZ

Sharing a home with plastic soldiers, DeJesus' fish spends day and night in a locker.

## Freshmen keep pets in school

by Amy Hanson

Being greeted between classes by puckered lips is something for which many students long. Freshmen Ernest DeJesus and Jon Leiken are welcomed by this display throughout the day; however, the lips that meet them are attached to small, scaly bodies, and bubbles - not sweet nothings - come out of the mouths.

students long. Freshmen Ernest DeJesus and Jon Leiken are welcomed by this display throughout the day; however, the lips that meet them are attached to small, scaly bodies, and bubbles - not sweet nothings - come out of the mouths.

Since Jan. 11 DeJesus and Leiken have homed goldfish in their lockers. They talked about keeping pets in school.

"We were thinking we should have a pet in our locker," said DeJesus. "We couldn't take a gerbil because they smell. So we decided on a fish."

Jaws and Rocky have been generally well received in the high school by the freshmen's friends, who often crowd around the "fish" lockers to visit.

DeJesus and Leiken clean the bowls every day during sixth period lunch and feed the fish regularly. After school they take the fish out of the lockers "just

to keep them company," said Leiken.

Life in a dark metal locker is not without its excitement, though.

One day when Rocky's bowl was being cleaned, he was transferred into a container the two found in a science room. Leiken believes it must have held a small amount of acid, because Rocky reportedly "died" for about five minutes and then "came back to life."

being cleaned, he was transferred into a container the two found in a science room. Leiken believes it must have held a small amount of acid, because Rocky reportedly "died" for about five minutes and then "came back to life."

Despite the emotional ups and downs of fish care, DeJesus and Leiken are pleased with their pets.

"You go through school and it's really boring," said DeJesus. "This is something to make it a little more enjoyable. It's like a little pal."

The two said their friends are considering buying their own fish to keep at school. But, Leiken said, "Most people are not as...outgoing as we are."

Who knows? If the idea catches on, perhaps along with boxer shorts and locker mirrors, the bookstore will be selling weekend fish feeders.

## Bands dream of fame

by David Englander

"It's an activity that you create yourself. It's not with school, and it's not at home. It's just you doing it," said senior Peter Routman of the high school band Brazen Image.

Participating in music groups has become an increasingly popular dream among Shaker teens.

"Music seems to be a way to get around an honest day's work," said junior David Pretlow, the founder of Fathoms Down.

Being successful in music, however, is not as easy as it sounds. Although local "gigs" are fairly easy to get, when the issue of nightclubs comes up, the age requirement presents some problems.

"Right now we're looking for a place where we can get some really good fake

IDs to get us into some place," said one band member who asked not to be mentioned.

Playing music also provides an outlet for creativity which cannot be given in school.

"Music is a good way to express my feelings," said Steve Rudin of Brazen Image.

As far as up and coming bands trying to make the scene, some advice was offered by Ernst.

"Two basic rules: first, make a breakthrough not to restrict yourself to things that other people wrote; and, second, don't restrict yourself to only things that you wrote because there's always something out there that you don't know."

Both Fathoms Down and Brazen Image will be appearing in this year's Battle of the Bands.



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# Dedication drives Shaker skaters

by Sarah Davis and Amy Rosewater

Remember wearing wobbly, cheap rental skates and having cold, numb feet? This is the memory of Jill Spitz, sophomore, and that of many other students when they think of skating.

Far from the world of Friday Night Skate is an ice rink frequently used by 11 students to practice figure eights (patch) and freestyle moves (jumps and spins).



Horst is motivated by the rink.

Without illusions of becoming Dorothy Hamill II, and without getting a varsity letter for their efforts, these students said they skate for exercise, enjoyment and personal satisfaction.

"Some people say that skating isn't a lot of work," said Erika Friedman, freshman, "but I know it is."

"Skating takes a lot of self-discipline and emotional work. To attempt a jump over and over again and to keep falling down takes up a lot of energy," claimed Amy Posner, junior.

In one morning, Emily Nishi, freshman, attempted the same jump at least 30 times and, although she did not fall, she did not look satisfied.

Nishi remembered being a ghost in an ice show when she was younger. She said that everyone feel in the chorusline. Everyone laughed about it. But now, her outlook is different--if she falls, she takes it much more seriously.

Some of these skaters practice up to 15 hours a week plus "off ice" training, like ballet. In the summer, practices intensify. Some skaters work up to five hours daily. Each type of skating (patch and freestyle) is practiced equally, even though patch is hardly, if ever, publicized.

"I find it very hard to manage my time between skating four to five times a week and five classes," said Shari Burton, senior.

Burton will help direct an ice show for the United Negro College Fund for senior project. The show will be performed in

May or June. Burton plans to continue juggling skating, school and a social life at college.

"My social life suffered," said Barbara Vero, coach at Thornton Park and former competitor. "I did miss out on planned events because it conflicted with skating, but it was my choice."

Sarah Horst, freshman, skates six days a week at the Cleveland Skating Club, dances three days a week and squeezes in her homework between skating and ballet.

Horst's coach, Dick Rimmer, said Horst could go to the Olympics, but Horst has other ambitions.

"I don't want to train eight hours a day," she explained. "I want to dance

more."

Even though these skaters are not going to the Olympics, their sport is demanding on their wallets. According to Conrad and senior, Sasha Vrtunski, skating can cost at least \$5000 a year. Skates can cost about \$200 without blades, about \$100, and two pairs of skates are needed - one for figure-eights and the other for freestyle. Some coaches at Thornton can charge up to \$7 for a fifteen-minute lesson.

Even with its setbacks, these students cannot imagine life without skating.

"I love to compete and learn new moves. I'm constantly trying to improve," said Posner.

## Teacher starts skating on tennis court

by Amy Rosewater

Most skaters learn to skate on ice rinks - right?

Learning to skate on a frozen tennis court in Buffalo, New York, was the way Mary Silliman, math and English teacher for the learning disabilities program, began a lifelong career when she was seven years old.

Silliman's landlord told her mother about a figure skating club with which he was associated. Silliman later joined the club.

"I used to watch other kids do moves and then I would try them myself," Silliman said.

Finally, Silliman found a coach and started taking private lessons.

"I just loved it. I didn't have to be pushed. Skating came together spontaneously for me," Silliman said.

"My mother would've liked to have skating as my life, but my father wanted me to have varied interests - including school," she said.

"Skaters today should choose whether or not to compete for fun or take figure tests," she said.

"I skate because that same love of the sport from when I was younger is still there," Silliman said.

## Humanities combines studies

by Debbie Cohan

Students who need extra encouragement and motivation in their learning environment are having these needs fulfilled in Shaker's first freshman humanities program.

Approximately 45 students participate in the program which involves a combination of English, reading, and social studies taught by a team of teachers.

"[The humanities program] is a sensible program for improving opportunities for success of ninth grade level two students," according to English department head William Newby who helps coordinate the program.

Newby said that in the course there is an "opportunity to reinforce instruction," meaning that students can apply what they learn in one class to their other classes. The program provides the students with reading and thinking skills. It serves as a way to "...gain all the advantages that come from a teaching team," including coordinated instruction and a sharing of information regarding the students. The teachers develop "consistent teaching strategies" so that if a student is having trouble in a certain area of study, each teacher will know and understand the problem and it can be corrected more easily.

The teachers meet daily during eighth period to discuss what they are currently covering in their classes and compare each student's progress. English teacher Beth Illes-Johnson said that, if a particular student is not performing well, they try to detect a problem related to the home or to the student's behavior, and they follow

through until the problem is resolved.

"The kids are essentially bright. They haven't exerted themselves enough, and just need a little more support," reading teacher Mike Nash said.

Conducting a classroom of nine students seated in a semi-circle, Nash taught a social studies lesson by showing examples in the student's lives connecting to the material being taught. This seems to make the reading, interpreting and discussing of the subject more interesting for the students.

English teacher Carol VanValkenburg involves her classes regularly in a activity called Instrumental Enrichment (IE). IE activities are a variety of logical problems that students solve using a model. Newby said that IE "bridges" logical problems of the lesson with problems of daily life.

In VanValkenburg's class, students commented that the classroom environment of the humanities program is "more relaxed" than other classes.

"I thought it (the program) was babyish at first, but now I realize it's helping me," said one anonymous girl.

Another student, Nicky Nash, has found success in the program.

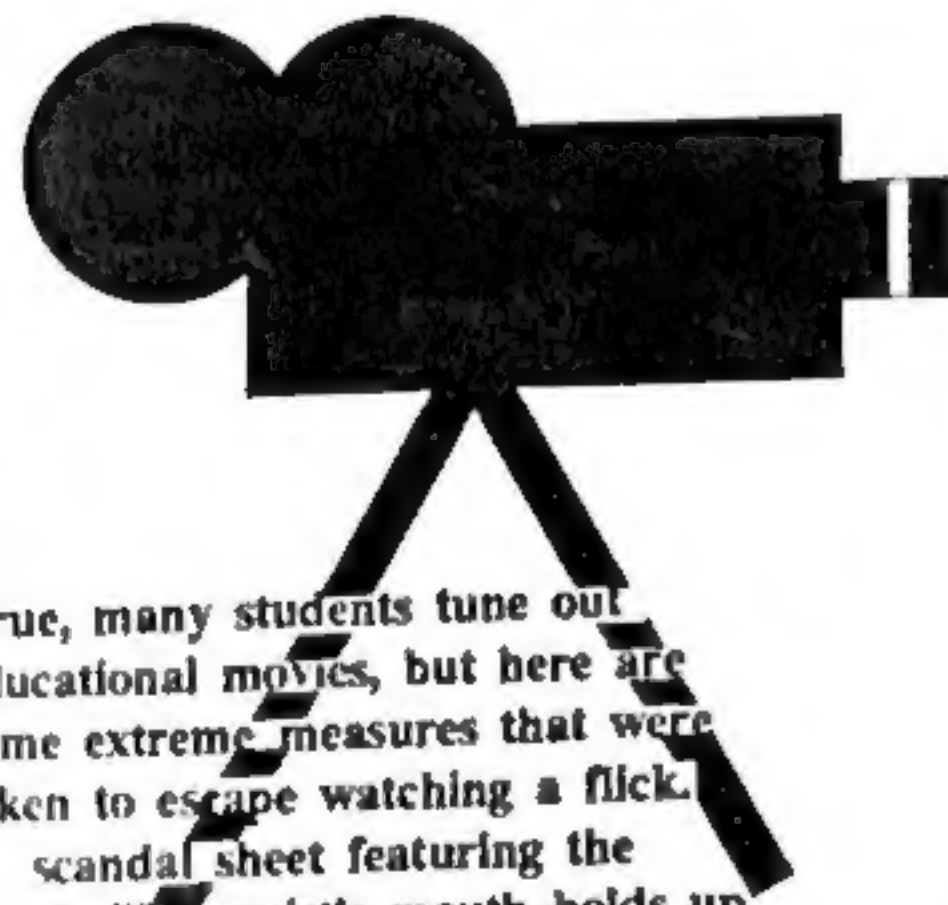
"It is helping me because I'm learning," she said. "It's not really hard. It's fun for me. I got a low A for the semester."

VanValkenburg noted that three students were promoted to level three English for the second semester.

"I have seen some real positive things," Mike Nash commented.

According to Newby, the humanities program will continue next year for ninth and tenth grade students.

## Lights, Camera . . . check out this action!



True, many students tune out educational movies, but here are some extreme measures that were taken to escape watching a flick. A scandal sheet featuring the article "Terrorist's mouth holds up airplane" provides entertainment for Kristin Marlow and David Rhodes (right). Marc Schenkel spans three chairs in slumber as a result of the stimulating media experience (below).

Photos by Elise Hurwitz





# 10 SPORTS

## Student-athlete counselors proposed

by Peter Nagusky

### Now is opportune time to solve problem

In the last issue of the Shakerite, I expressed my opinion that Shaker's athletes are being shortchanged scholastically considering the time they spend and the effort they put forth for the benefit of our school and community. I have concluded that there is indeed a solution to this problem.

It is no mystery that at Shaker, to its credit, we are all encouraged to take classwork seriously. However, the varsity and junior varsity athlete must make significant commitments to their sports, both in time and energy.

Inevitably and unfortunately, the student-athlete is put into the position of performing at less than his or her

best in the classroom or on the playing field. How well do you think you would do on a major test given the morning after hockey districts at Kent Roosevelt? Or do you think you could pull off your best grade two hours before you face the area's finest wrestler?

The solution is really quite simple. The high school must hire a minimum of two full-time student-athlete counselors.

Ironically, now is the perfect time for such a move. Along with the upcoming closing of four elementary schools comes several personnel changes. It is the

opportune moment for the school system to retain at least two employees to fulfill this need.

Before each season the student-athletes, about 200 strong, would be given an opportunity to meet with these counselors. Once the season begins it would be the responsibility of the athlete to uphold the relationship whenever conflicts arise.

These ombudsmen, if well-suited, would stimulate student-athletes to get the most out of what Shaker has to offer academically. Only when this occurs will the high school be squaring the debt it owes its athletes.

## Un-sophomoric Nathanson pins opponents, grades

by Jonathan Mester

Through an array of crushing holds, his trademark "alligator roll," and a body slam that would make even Hulk Hogan proud, sophomore Josh Nathanson has humbled many an opponent on the wrestling mat.

Nathanson is currently in his second season as a member of the Red Raider wrestling team. Last year he became the first freshman in Shaker history to wrestle on the varsity squad, compiling a 17-5 record with 8 pins. This season his mark stands at 16-6-1, including a third place finish in the Brush Invitational and fourth at the Brecksville Tournament.

Wrestling is all in the family for the Nathansons. Brother Peter, 13, has won the grand nationals in Indianapolis three times and is regarded as one of the best wrestlers at his age in the country.

Josh, himself, was introduced to

the sport at age nine. At that time, YMCA wrestling coach Bernie Weiskoff approached him during a softball game. Nathanson has wrestled literally non-stop ever since. His accomplishments include winning the grand nationals in 1982 and posting an undefeated record at Byron Junior High as an eighth grader.

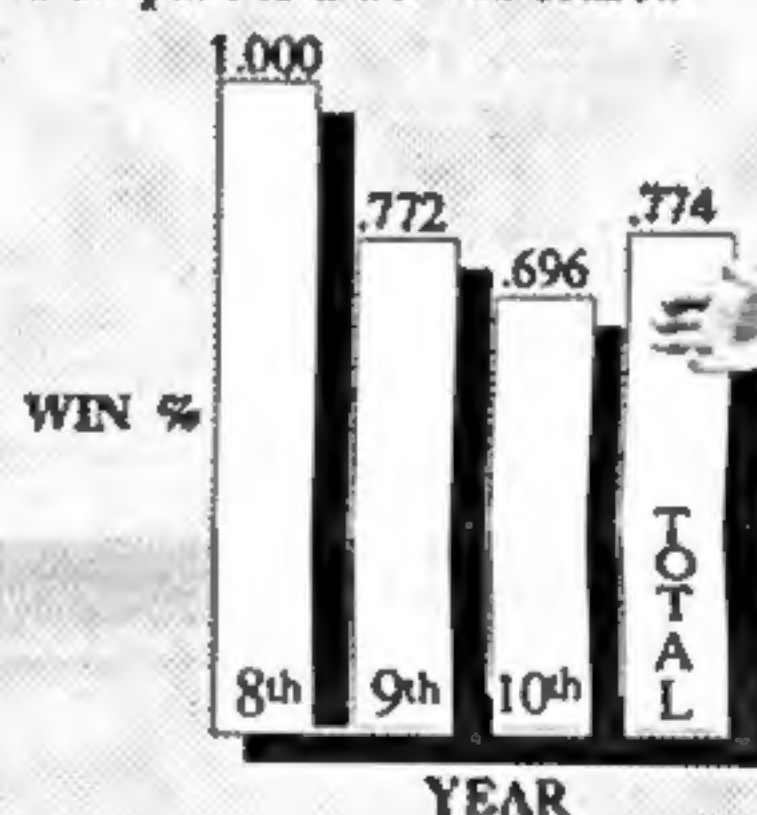
Nathanson is of a rare breed. As an achieving student-athlete, he currently holds a cumulative grade point average of 4.0.

As for the future, Josh has set some lofty goals; among them are winning the upcoming districts on Feb. 27 and 28 and taking states before his high school career is complete. After that, he has no further wrestling aspirations but admits he could be swayed.

"If I were offered a scholarship," the sophomore briefly pondered, "I would have to really give it some serious consideration."

### Racking up the W's

Nathanson continues to stack up impressive numbers, and is on path to a 20-win season



"Talent-wise Josh can do whatever he wants to. He's got as much natural talent as anybody in the program. How much he wants it will determine whether he'll be a state champion or simply an underachiever."

Coaches around the city are beginning to dash out Sedmak-like expectations.



NAGUSKY

## Boland, Gambetti, Schmidt, Sexton ranked among area's best; Maisel's guys tame Tigers twice, win Chanel Tourney

Martin Blackwell

### FRESHMAN NOTEBOOK

For the Red Raider girls' swim team that is ranked third in Greater Cleveland, there are four freshman that are having outstanding seasons. Stacy Boland (freestyle), Francesca Gambetti (freestyle sprint), Jane Schmidt (backstroke) and Stephanie Sexton (distance) have time that coach Ernie Welch says "are going to explode."

Welch goes on, "Stephanie and Fran have

consistently been ranked in the top ten (in their events) in the area. Stacy and Jane are two that have outstanding potential." With districts and states coming up, watch out for this dynamic quartet.

□ □ □ □

"We need a total team effort to win," says Joe Maisel, head coach of the ninth grade boys' basketball squad. With a trio consisting of Eldridge Dobbs (11 points per game), Rufus Orr (10 rebounds per game) and Charlo Jemison, returning from a knee injury, the team has clawed its way to a 5-7 record. Their two biggest victories both came against Cleveland Heights, winning

by one point at home and 10 on the road.

Impressively, the team escaped an overtime quarterfinal game to advance to the final four of the tough Chanel Invitational Tournament. Then they overcame their early troubles and beat the remaining field.

□ □ □ □

Under the leadership of head coach Lester Foote, the freshmen wrestlers have posted a 2-4 mark. Some of the notable performers so far include Emmanuel Robinson (4-3, 4 pins), Major Harrison (4-2, 3 pins) and Twan Bounds (2-2-1, 2 pins.) The grapplers still have quite a few matches before their season is complete.

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## Managing stress

by Kristin McGovern

Suffering from overexhaustion and stress can be a serious matter if it is not treated properly. But there is a remedy, and it is right here at Shaker.

For the past few years, the Physical Education department has been offering a course called stress management. Although people sometimes mistakenly refer to it as "40 minutes of uninterrupted sleep," its purpose is "to help individuals cope with circumstantial, physical and emotional pressures," according to stress management teacher Margaret Feran.

The class is structured around relaxation exercises, such as breathing techniques and meditation. Some other strategies include concentration, focusing and simple movements that ease the body.

"It is a reflective quiet class that is different from all other gym classes," explains Feran. She believes that teens need time to forget about "everything" and focus in on themselves.

Although it is not a strenuous class, Feran believes that it does take a certain amount of skill. One must be mature enough to handle the intimacy. According to Feran, ninth graders are usually not sophisticated enough to handle the intense atmosphere. "They just don't

take it seriously," she admits.

Feran has come across few cases where a student is unable to focus, and unable to exit his or her stress problems.

"Americans have so much on their minds that they feel guilty when they are not constantly working," says Feran. She added that European students have an easier time concentrating than Americans because they do not have such an obsession with working.

*"Americans have so much on their minds that they feel guilty when they are not constantly working."*

- Margaret Feran

One of Feran's former students thanked her profusely for teaching him the essential stress management skills. She claimed that without the knowledge of these skills the student may have turned to self-destruction as a way to escape from his extreme stress.

In a world that is fast paced and highly charged, stress management can be the eye of the storm.

### NEXT MONTH'S LINEUP

Dance class offered next year

Return of Around the Oval

Coverage of spring sports teams

A timely calendar where you can catch the Raiders in action



HAGUSKY

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# 12 SPORTS

## Kornblood has 'em "pin to win"

The JV wrestling squad is definitely not having any trouble with the phrase "pin to win." Thus far, they have compiled a dual meet record of 7-2.

In a tough Jan. 24 LEL tournament, the team finished sixth. In the Warrensville tournament, they impressively placed third out of 10 teams.

"The Shaker JV wrestling squad has shown improvement over the course of the season," said coach Hank Kornblood. "Most of the JV's have shown the type of aggressive nature that will transform them into consistent varsity winners next season."

Terry Harris

### JV NOTEBOOK

The main guns for the team have been juniors Ron Crozier (167 pounds), undefeated with two tournament titles; Jack Chalabian (175 pounds); Brian Flack (155

pounds) and Porter Vergen (132 pounds).

Other consistent winners have been sophomores Steve Kleinman (112 lbs), and Matt Toohey (138 pounds).

□ □ □ □

With many "close but no cigar" games and a 4-12 record, the girls' JV basketball team has definitely had its share of problems.

"Our team has improved a lot since the beginning of the season," says sophomore guard Valinda Dickerson. "Instead of just playing two out of four quarters, we now play all four quarters."

"They all have a lot of potential," stated coach Jill Allen. "They just need to work on the aspects of the game."

□ □ □ □

Rebound, run, defense and desire are the four beliefs which have helped the boys' JV basketball squad to a 11-8 overall record. On Jan. 30 they followed their beliefs to a crushing 60-22 victory over Garfield Heights.

"We've played a lot better than our record," testifies sophomore forward Derek White.

In order to have won the LEL title, the guys had to beat both Cleveland Heights and Shaw in their final meetings. However, in those two very close games, Shaker came up short.



NAOUSKY

### Looking for help from above

Jason Minter (above) and many other Red Raiders have made weightlifting their favorite sport at the high school. Several strongmen spend numerous hours downstairs in the David Berger Memorial Weightroom under the close supervision of science teacher Mark Hoskins.

## Sectionals arrive, crucial week for athletes

The next few days will be the most important ones in the athletic careers of many Shaker students. This week marks the beginning of sectional competition for winter sports.

An athlete or team's performance during sectionals, and post-season tournaments, serves as the ultimate judge of talent. Pressures build up and play becomes intense. Yet, most Red Raider teams seem prepared to meet the challenge.

The boys' hoop squad has a legitimate shot at winning some games in the tournament with the recent coming-to-life of center Shane Wright.

The girls' swim team represents a threat to the area's best. They have a group

of outstanding individual performers.

The guys working out in the pool have valiantly brought the sorely missed LEL title back to Shaker.

The hockey unit recently put together a string of seven consecutive victories. Some reasons worth noting include the gracious welcoming of Keith Calhoun, the return of many injured skaters, sparkling goaltending from Scott Wallace and the ever-present leadership of captain Shannon Blackwell.

Senior fixtures on the girls' basketball squad like Charlotte Anderson, Karna Williams and Lisa Duffett will be playing their last basketball games for Shaker.

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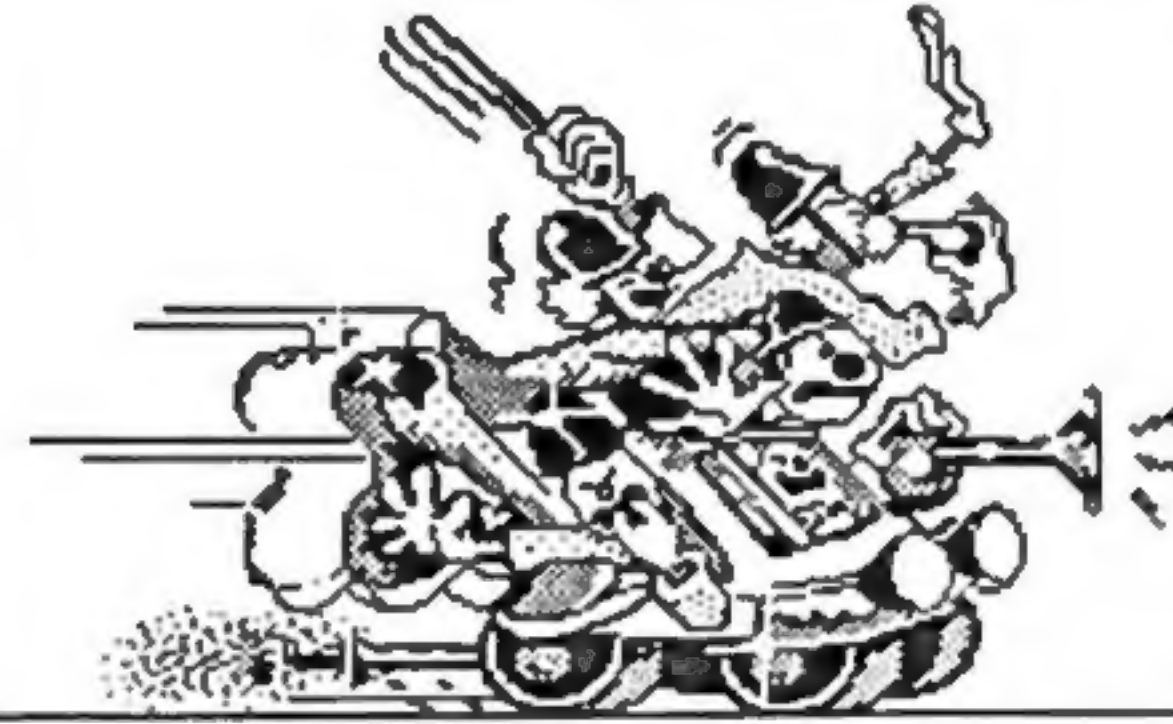
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